



# Year 1 Summer Planning 2026



Subject	Planning	
<b>Religious Education</b>  To Know You More Clearly.	<b>Branch 5 – To the Ends of the Earth.</b>  Children will hear the story of the Road to Emmaus, the Ascension and the story of Pentecost. They will explore a narrative cycle of the life, death and Resurrection of Jesus Christ and encounter the inspiration of the Holy Spirit in the lives of the Apostles and then the early Church.	<b>Branch 6 – Dialogue and Encounter.</b>  Children will know that the Church teaches that the Church is the community of all those who belong to Christ and the cross is a symbol of Christianity. They will learn about their local parish church and community.
<b>English</b>	<b>Vehicle Text 1: The Secret of Black Rock.</b> Writing Outcomes. <ul style="list-style-type: none"> <li>• Narrative: A return story.</li> <li>• Recount: Postcards.</li> </ul> <b>Vehicle Text 2: The Last Wolf.</b> Writing Outcomes. <ul style="list-style-type: none"> <li>• Narrative: A hunting story.</li> <li>• Instructions - Recipes.</li> </ul> <b>Reading for Pleasure:</b> Stories linked to the Vehicle Texts. Various familiar stories.	<b>Reading, Grammar, Spellings and Handwriting</b> Children to develop their understanding by: <ul style="list-style-type: none"> <li>• Read accurately by blending sounds in unfamiliar words.</li> <li>• Read aloud accurately, books that are consistent with developing phonic knowledge.</li> <li>• Recall phonics sounds which have been taught.</li> <li>• Leaving spaces between words.</li> <li>• Joining words and clauses using 'and'.</li> <li>• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li> <li>• Using '-s' or '-es' in plurals.</li> <li>• Using the prefix 'un-'.</li> <li>• Learning to spell common exception words.</li> <li>• Forming lower case letters in the correct direction, starting and finishing in the right place.</li> <li>• Form capital letters.</li> <li>• Understand which letters belong to which handwriting families.</li> </ul>



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<b>Maths</b>	<p><b>Daily Practice</b></p> <ul style="list-style-type: none"> <li>Retrieval – FB4.</li> <li>Counting from 1 to 100.</li> <li>Basic skills games.</li> </ul>	<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Count in 2s</li> <li>Count in 10s</li> <li>Count in 5s</li> <li>Recognise equal groups</li> <li>Add equal groups</li> <li>Make arrays</li> <li>Make doubles</li> <li>Make equal groups by grouping</li> <li>Make equal groups by sharing</li> </ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Recognise a half of an object or a shape</li> <li>Find a half of an object or a shape</li> <li>Recognise a half of a quantity</li> <li>Find a half of a quantity</li> <li>Recognise a quarter of an object or a shape</li> <li>Find a quarter of an object or a shape</li> <li>Recognise a quarter of a quantity</li> <li>Find a quarter of a quantity</li> </ul>
	<p><b>Position and direction</b></p> <ul style="list-style-type: none"> <li>Describe turns</li> <li>Describe position – left and right</li> <li>Describe position – forwards and backwards</li> <li>Describe position – above and below</li> <li>Ordinal numbers</li> </ul>	<p><b>Place Value (to 100)</b></p> <ul style="list-style-type: none"> <li>Count from 50 to 100</li> <li>Tens to 100</li> <li>Partition into tens and ones</li> <li>The number line to 100</li> <li>1 more and 1 less</li> <li>Compare numbers with the same number of tens</li> <li>Compare any two numbers</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Unitising</li> <li>Recognise coins</li> <li>Recognise notes</li> <li>Count in coins</li> </ul>
	<p>All maths will have reasoning and problem solving interwoven throughout the children's learning.</p>		
<b>Science</b>	<p><b>Plants – Children can:</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen.</li> <li>Describe the basic structure of a variety of common plants including roots, stem, leaves and flowers.</li> </ul> <p><b>Seasonal Change (On-going) – Children can:</b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons.</li> <li>Observe and describe weather associated with the seasons and how day length varies</li> </ul>		
<b>Computing</b>	<p><b>Producing Digital Media</b></p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>		



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	<ul style="list-style-type: none"> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies Skills Progression Points</li> <li>• Use software to create digital content</li> <li>• Use the keyboard to input text</li> <li>• Understand some of the basic functions of a keyboard (backspace, space etc)</li> </ul>						
<b>Spanish</b>	Information to follow.						
<b>History</b>	<p><b>Shopping - Children can:</b></p> <ul style="list-style-type: none"> <li>• Place known events and objects in chronological order.</li> <li>• Use common words and phrases relating to the passing of time.</li> <li>• Ask and answer relevant basic questions about the past.</li> <li>• Find answers to some simple questions about the past from simple sources of information.</li> <li>• Talk, draw or write about aspects of the past.</li> <li>• Understand key features of events.</li> <li>• Identify some similarities and differences between ways of life in different periods.</li> </ul>						
<b>Geography</b>	<p><b>Seasons and Weather (This topic will be ongoing across the year) – Children will:</b></p> <ul style="list-style-type: none"> <li>• Observe seasonal weather and compare how the weather is different from other seasons.</li> <li>• Focus on similarities and differences between contrasting environments.</li> </ul> <p><b>Weather Patterns – Children will:</b></p> <ul style="list-style-type: none"> <li>• Explore weather patterns across the United Kingdom.</li> <li>• Compare the weather using two contrasting UK areas.</li> <li>• Describe how the weather can affect us.</li> <li>• Begin to understand what weather forecasts show and use key vocabulary to describe the weather.</li> <li>• Begin to understand the dangers of weather.</li> </ul>						
<b>Music</b>	<p><b>At the Seaside</b></p> <table border="0"> <tr> <td> <ul style="list-style-type: none"> <li>• Listening: identifying sounds, interpreting music</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• loudly/quietly/quickly/slowly, creating a graphic score</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Social: collaboration, co-operation, sharing, listening</li> </ul> </td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• Composing: creating sound effects, layering sounds, exploring percussion, playing</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Performing: following a score, group ensemble, performing to a pulse, changing tempo, adding actions</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Emotional: self-control, identifying emotions, confidence, independence</li> <li>• Thinking: select and apply</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Listening: identifying sounds, interpreting music</li> </ul>	<ul style="list-style-type: none"> <li>• loudly/quietly/quickly/slowly, creating a graphic score</li> </ul>	<ul style="list-style-type: none"> <li>• Social: collaboration, co-operation, sharing, listening</li> </ul>	<ul style="list-style-type: none"> <li>• Composing: creating sound effects, layering sounds, exploring percussion, playing</li> </ul>	<ul style="list-style-type: none"> <li>• Performing: following a score, group ensemble, performing to a pulse, changing tempo, adding actions</li> </ul>	<ul style="list-style-type: none"> <li>• Emotional: self-control, identifying emotions, confidence, independence</li> <li>• Thinking: select and apply</li> </ul>
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<b>Art</b>	<p><b>Giuseppe Arcimboldo – Children can:</b></p> <ul style="list-style-type: none"> <li>• Use the names of tools, techniques and elements they use in their artwork.</li> <li>• Use a variety of materials and explore different textures.</li> <li>• Can say what they like about other people’s artwork.</li> <li>• Explore shape and repeating patterns.</li> <li>• Draw things I have seen or imagined using lines.</li> <li>• Recreate pieces in the style of a famous artist and discuss their work.</li> </ul>	
<b>Design Technology</b>	<p><b>Super Salads - Children can:</b></p> <p><b><u>Designing</u></b></p> <ul style="list-style-type: none"> <li>• Design appealing products for a particular user based on simple design criteria.</li> <li>• Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.</li> <li>• Communicate these ideas through talk and drawings.</li> </ul> <p><b><u>Making</u></b></p> <ul style="list-style-type: none"> <li>• Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</li> <li>• Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</li> </ul> <p><b><u>Evaluating</u></b></p> <ul style="list-style-type: none"> <li>• Taste and evaluate a range of fruit and vegetables to determine the intended user’s preferences.</li> <li>• Evaluate ideas and finished products against design criteria, including intended user and purpose.</li> </ul> <p><b><u>Technical knowledge and understanding</u></b></p> <ul style="list-style-type: none"> <li>• Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</li> <li>• Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Plate.</li> <li>• Know and use technical and sensory vocabulary relevant to the project.</li> </ul>	
<b>PE</b>	<p><b>Athletics - Children will:</b></p> <ul style="list-style-type: none"> <li>• Move at different speeds over varying distances.</li> <li>• Develop balance.</li> <li>• Develop agility and co-ordination.</li> <li>• Explore hopping, jumping and leaping for distance.</li> <li>• Develop throwing for distance.</li> <li>• Develop throwing for accuracy.</li> </ul>	<p><b>Striking and Fielding - Children will:</b></p> <ul style="list-style-type: none"> <li>• Develop underarm throwing and catching and apply these in small sided games.</li> <li>• Develop overarm throwing.</li> <li>• Develop striking a ball with my hand and equipment.</li> <li>• Collect a ball when fielding.</li> <li>• Understand how to get a batter out.</li> <li>• Develop decision making and understand how to score points.</li> </ul>
<b>PSHE</b>	<p><b>Healthy Me – Children will:</b></p> <ul style="list-style-type: none"> <li>• Understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul>	



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	<ul style="list-style-type: none"><li>• Know the characteristics and mental and physical benefits of an active lifestyle.</li><li>• Know what constitutes a healthy diet (including understanding calories and other nutritional content).</li><li>• Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li><li>• Know the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li><li>• Know where and how to report concerns and get support with issues online.</li><li>• Learn about how the internet and digital devices can be used safely to find things out and to communicate with others.</li><li>• Learn about the role of the internet in everyday life.</li><li>• Learn that not all information seen online is true.</li><li>• Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li><li>• Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>• Be able to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li></ul> <p><b>Money Matters – Children will:</b></p> <ul style="list-style-type: none"><li>• Learn what money is; forms that money comes in; that money comes from different sources.</li><li>• Learn what money is; forms that money comes in; that money comes from different sources.</li><li>• Learn that money needs to be looked after; different ways of doing this.</li><li>• Learn that people make different choices about how to save and spend money.</li><li>• Learn that jobs help people to earn money to pay for things.</li><li>• Learn that everyone has different strengths.</li><li>• Earn about different jobs that people they know or people who work in the community do.</li><li>• Learn about some of the strengths and interests someone might need to do different jobs.</li></ul>
<b>RSHE</b>	<p><b>Social and Emotional</b></p> <ul style="list-style-type: none"><li>• To recognise the joy and friendship of belonging to a diverse community.</li></ul> <p><b>Physical</b></p> <ul style="list-style-type: none"><li>• To recognise how I am cared for and kept safe in my family.</li></ul>
<b>Enrichment weeks</b>	TBC